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Guidelines for Implementing an Effective Language Program for Disadvantaged Mexican-Americans in the Elementary School; Guidelines for Implementing an Effective Workshop on ESOL.

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A bilingual language program for Mexican American students in elementary schools and a workshop for teachers of English for Speakers of Other Languages are outlined to aid effective implementation of such activities. Guidelines include goals and objectives; administration and organization; methods, techniques, and activities; and evaluation. The guidelines for a workshop also contain an additional section on courses of study and materials. Both sets of guidelines offer examples of evaluation instruments. (SW)

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* GUIDELINES FOR IMPLEMENTING AN EFFECTIVE LANGUAGE PROGRAM FOR DISADVANTAGED MEXICAN-AMERICANS IN THE ELEMENTARY SCHOOL

* GUIDELINES FOR IMPLEMENTING AN EFFECTIVE WORKSHOP ON ESOL

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Developed by Participants of
the NDEA Institute on ESOL as
partial fulfillment of the requirements
for Applied Linguistics

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GUIDELINES FOR IMPLEMENTING AN EFFECTIVE LANGUAGE PROGRAM FOR MEXICAN AMERICAN STUDENTS IN THE ELEMENTARY SCHOOL

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GUIDELINES FOR IMPLEMENTATION OF WORKSHOP ON ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

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I. GOALS

Introduction:

In implementing an effective language program, it is of utmost importance that the administration be aware of the various programs presently in existence. These may be total and alternating bilingualism, parallel bilingualism, or a strong ESOL program.

In a total and alternating bilingual program, the main objective is the development of a bilingual child. In a parallel bilingual program, the objective is the same. The student attends classes entirely in Spanish a half day and in English a half day. A strong ESOL program provides emphasis in the development of English skills with the main objective being the development of listening, speaking, reading, and writing skills.

Needless to say, the goals and objectives will depend on what type of program the administration will follow. These goals and objectives may be the same as those used in programs presently in existence or they may be developed to fulfill the particular needs for the district.

The following goals and objectives are general in nature and should be included in any of the programs the administration wishes to follow, along with the specific objectives.

Goals and Objectives:

General Goals:

1. To broaden basic cultural background through the development of communication skills.

2. To develop within the student, the ability to communicate in fluent, spontaneous, creative, and expressive speech, whether it be English and/or Spanish.

3. To guide the student in mastering the English communication skills so that he may be in a position to compete fairly in both his school and social life.

4. To encourage standard speech articulation by providing a model for clear enunciation, for correct pronunciation, for a natural and pleasing voice, and by placing emphasis on the different sounds of English as contrasted with the children's native language.

5. To develop pupil independence and confidence in problem recognition and problem solving thereby increasing initiative.

6. To enhance the self-image of the native Spanish speaker. In our great Southwest the Spanish language has been a prominent, if not predominant, medium in the civilization and culture of a large part of the people. Native Spanish speaking students should be proud of this heritage, not ashamed of it.

Goals - Pupil Related:

1. To develop appreciation of our American heritage and our democratic way of life.

2. To develop an awareness that English is the language of utility and that the continued progress of America is dependent upon its common usage.

3. To encourage standard speech articulation by providing a model for clear enunciation, for correct pronunciation, for a natural and pleasing voice, and by placing emphasis on the different sounds of English as contrasted with the child's native language.

4. To help pupil develop precision of thinking, good taste, orderliness, and enhance self-image in order to assimilate and appreciate the best of both Spanish and English.

Goals - Pupil Related (cont'd):

5. To use native languages to bridge cultural and educational gaps.

6. To develop an awareness in the child that he is an important member of a larger, broader community.

7. To create interest in English-oriented children in the selection and use of Spanish as a second language.

Goals - Program Related:

1. To revise (basal readers and grammars, especially) books so as to include more material directed toward the culturally different and the culturally deprived.

2. To develop a sound working partnership between local citizens, local boards of education, state boards of education, and state legislatures.

3. To develop a closer working relationship between parent , teacher, and administration.

4. To conserve natural language resources.

5. To use continuous local in-service teacher education to provide a reservoir of trained personnel to teach Spanish.

6. To evaluate, develop, and select materials for bilingual programs by testing them under actual classroom experiences.

II. ADMINISTRATION AND ORGANIZATION

Administration:

Superintendent. The administrator has many tasks before him before he can get down to the job of organization and scheduling a new program.

Self Orientation. First of all, in the case of a new linguistic, ESOL, or bilingual program, he should obtain information on numerous programs of this nature already in operation. This information can be obtained through various sources such as:

English as a Second Language in Elementary Schools (background and text materials) (Oct., 1967)

Order from: CENTER FOR APPLIED LINGUISTICS
ESOL Programs
Washington, D. C.

Also, the Center of Research for Language Development at the University of Michigan is recommended as having one of the most successful programs.

The administrator will probably wish to appoint a committee of administrative personnel and teachers to study the information and make recommendations as to the type of program appropriate to their school district.

Selling the Program. The administrator should make a strong effort to have the board accept this program unanimously. Having done this, he should have a faculty orientation and, again, every effort should be made to reach total agreement on the necessity for the program--its goals, its objectives, and the teacher functions in the total program.

Parents and the community should be fully informed as to the nature and purpose of the program. Very special effort should be made to obtain a high percentage of participation by the parents. Home visitations is one means of better communication of the program to the community. Clarification of the program may necessitate the use of Spanish language in obtaining cooperation of some parents. Indeed the use of Spanish is most effective. The conventional means of spreading information about the program through the news media, addressing clubs and various organizations, such as the Rotary Club, the LULACs, and others in the community, should be used. Therefore, the utilization of community resources can be very important to the success of such a program. Parents and parent groups must see the importance of bilingual education before the program is developed, or the endeavor is doomed to failure. Older relatives in the home who have language skills in Spanish can be a great asset in providing the

added help and encouragement which children need at home. Bilingual teacher aides recruited from the community are also a reservoir of talent which can be utilized. Not only do the children identify with these para-professionals, but these teacher aides can become a strong force in meeting the need for communication in the community. Adults with experience or special Spanish language talents can be recruited as volunteer help in the program.

Funding:

The establishment of any new program in the school district generally requires additional funds. Many schools may have all their available funds already committed. Therefore the administrator should make all necessary investigation into the availability of federal funds which might be applicable to the program. Indeed most schools have found it wise to have a federal funds coordinator to ensure that their district obtains maximum federal funding.

Possible Fund Sources. Federal aid to education has provided money under Titles I, II, and III of ESEA under Public Law 89-10. These sources are successfully being utilized by many districts because the development of standard English is recognized as a priority need in many areas.

Various foundations, such as Kettering, Ford, and Hogg, which are interested in new developments in education, may also serve as financial sponsors of such programs.

Head Start programs financed through OEO, State pre-school programs for non-English speaking children, and in some instances the locally established budgets can absorb the cost of the programs.

The recent passage of Senate Bill 428, introduced by Senator Ralph Yarborough, Texas, allocates thirty million dollars for the next three years to help develop these programs throughout the country.

Organization:

Type of Program. It is most important to study the more successful programs in the field and to choose the elements or program which are applicable and appropriate in reference to the philosophy, needs, and resources of the district which chooses it.

Potential contributions from on-going bilingual education programs to the planning of programs in a school district is to be viewed as a major kind of assistance. Those programs which have been in existence for several

years may have possible solutions to such problems as methods and materials and general organization. The following is a list of programs which was compiled by George A. Gonzales, coordinator of Mexican American Programs at the Inter-American Educational Center in San Antonio, Texas, presently on leave of absence.

1. San Antonio Independent School District, San Antonio: Mr. Oscar Hakala

2. United Consolidated School District, Laredo: Mr. Harold Brantley

3. Harlandale Independent School District, San Antonio: Mr. John Gonder

4. Edinburg Independent School District, Edinburg: Mr. Sam Evins

5. Dade County Public Schools, Miami, Florida: Mr. Paul W. Bell

6. Bandera Independent School District, Bandera: Mr. Marvin Schnelle

7. Bishop Marx District School, Weslaco: Sister Norma Rose Garcia, C.C.V.I.

8. Good Samaritan Center, San Antonio: Mrs. Shari Nedler

9. St. Paul's Episcopal School, Brownsville: Mr. James Larick

10. El Paso Public Schools, El Paso: Mr. Richard D. Clugston

11. Del Rio Independent School District, Del Rio: Mr. R. J. Waddell

12. Del Valle Independent School District, Austin: Miss Patricia Rogers

13. Foreign Language Innovative Curricula Studies from Center for Research on Language Behavior: University of Michigan, 220 E. Huron Street, Ann Arbor, Michigan 48108

Scheduling. Most successful programs indicate that the earlier the child enters the program, the easier it is for him to succeed. Recent research tends to substantiate this. The school district should make every attempt to establish kindergarten or Head Start programs in addition to the summer pre-school bilingual program sponsored by the Texas Education Agency. The eight-week summer

pre-school bilingual program sponsored by the Texas Education Agency. The eight-week summer pre-school bilingual program has been most successful; however, it is felt that the young child would profit even more from an extended program.

In most school districts the emphasis on the development of English as a second language will of necessity be in the primary grades. This can and should be extended through all grades. In any event teachers of all grades and subjects should continuously strive to reinforce the program.

The class time allotments will depend upon conditions within the school district, the type of program chosen--bilingual or ESOL--availability and number of personnel, and various other factors.

Care should be taken to build an element of flexibility into the scheduling to provide for those desired and/or unanticipated eventualities which arise in any program.

Staffing:

A successful and well-organized program requires a competent staff. Depending upon the size of the school and its resources, the staff can be expanded to include as many of the following personnel as possible in addition to the teaching staff: Federal Funds Coordinator (who is probably already employed by the district), a director of the overall program, consultants from the fields of social studies, science, reading, Spanish language arts, English language arts, visiting teachers, counselors, and para-professional personnel, such as teacher's aides.

Necessity of Competent Teachers. The success of the program will hinge largely upon total faculty devotion and determination. It is essential that teachers volunteer to participate in the program in order to provide the necessary enthusiasm and cooperation. Selection of teachers should continue to be made in the conventional manner as to grade levels taught. However, it is also essential that teachers have the necessary training. This is perhaps the crucial element in the success of any program. The teacher must be competent in the language she is teaching. She must have confidence in herself, must believe in the objectives of bilingual education, and must feel real empathy for the Mexican-American and his culture. These qualities are not easily developed. Many teachers must train themselves diligently before they can be successful.

Fortunately, with the advent of federal aid to education, summer training institutes in the colleges, in-service and pre-service programs, supplementary instructional materials, teacher aide programs, supplementary service centers, etc.,

have made the task somewhat easier. Federally financed college programs to train prospective bilingual teachers from poverty areas, financing their entire college career, are presently in operation at Our Lady of the Lake College, San Antonio, Texas, and at Texas Technological College, Lubbock, Texas. Various book companies--such as the D. C. Heath and Company, publishers of the Miami Linguistic Readers, and the Charles E. Merrill Company, publishers of the Palo Alto Linguistic Readers--will send consultants to the school district to conduct in-service training programs or demonstration programs. Also, the Texas Education Agency has, in the past, sponsored workshops for teachers of bilingual children.

The administrator, in launching the chosen program, should encourage all those involved to understand the long-range nature of anticipated effectiveness and value. Success must be anticipated. Every effective means at the school's disposal should be employed to achieve it.

Bumpass, Faye. Teaching Young Students English As a Second Language. American Book Co.: New York, 1963.

Gonzales, George A. Guidelines for Determining and Implementing a Bilingual Education Program for Mexican American Students in the Elementary School. San Antonio: Inter-American Educational Center. Dec., 1967 (mimeo)

San Antonio Language Research Project. Un Paso Hacia el Futuro.

III. METHODS, TECHNIQUES, AND ACTIVITIES

A. Techniques for Second Language Teaching

1. An Audio Lingual Approach

Language learning for children should be language learning for communication. Consequently, an audio-lingual approach, or a necessary adaptation of it, is strongly urged when teaching English as a second language. This approach recognizes that first the ear must have training for comprehension of the spoken language. Speaking practice follows immediately. The correct sounds and patterns of the language are learned utilizing normal, everyday speech. Reading and writing practice follow the drill in oral skills. This method also recognizes the fact that vocabulary is easily acquired, that the learning problem is one of sound and structure.

When teaching the oral skills, there are four key words for the teacher to remember: listen, repeat, practice and create.

A skilled teacher knows that motivation is the key to effective teaching. No method, no drill, no approach is effective unless the child is interested.

2. General Suggestions for Language Teaching

As an aid in teaching the language skills, the following suggestions are offered:

a. Carefully plan your classes (teaching) in advance, but always leave room for flexibility.

b. Alert pupils to your (and their) objectives and how these objectives will be attained.

c. Approach the language as a practical tool, something to use, not something to talk about.

d. Talk about, read about, write about topics of interest to your students.

e. Always keep in mind the differences between assimilation of theory and practical application.

f. Insist that students keep their books closed during presentation and practice.

g. Encourage all students to participate--instead of yielding to the temptation to call on outstanding pupils only.

h. Differentiate between the hearer and the speaker as you train pupils.

i. Teach only one thing at a time, such as new vocabulary, a new pattern of structure, practice on a particular sound problem or a persistent problem in written work.

j. Teach phrases or sentences (utterances) instead of isolated words.

k. Correct mistakes in pronunciation immediately.

l. Clarify meanings of words to avoid confusion and to save time.

m. Use visual aids and cues to explain meanings.

n. Try to use as little of the student's native tongue as possible, but use it when necessary to clarify meanings and concepts.

o. Always make use of something "old" when you are teaching something new.

p. Avoid lengthy discussion of grammatical points. Too much analysis of grammar kills interest. On the other hand, too little may cause uncalled for confusion, especially on the part of older students.

q. Do not emphasize errors. Be positive--call for choral correction of mistakes before asking the student to correct his error.

r. Give praise for correct answers.

s. Let reading and writing assignments be on familiar material.

t. Don't ask students to write things they cannot say.

u. G ive assignments that are helpful to students; don't be guilty of asking for "busy work".

v. When giving a new assignment, always explain fully what is expected and how it is to be carried out. Give models of assignment.

w. Encourage each student to keep a record or compilation of his work so he can judge his own progress.

x. Do not judge a student's ability solely on the basis of his written work.

y. Remember the importance of review and provide for it periodically.

z. Don't expect your pupils to know as much about the language as you do. You are not in the teacher training business.

3. Effective Techniques

It is essential that the teacher strive constantly to learn about and to utilize new or revised methods. The techniques described are those used in many language classes. They have been selected for their known effectiveness in language learning.

4. Listening and Speaking

a. Listening Experiences

Before the child can understand the spoken word, he must learn to listen carefully. Purposeful listening experiences should be provided from the very beginning.

Students must be trained to listen not only for understanding, but also to be able to reproduce the sounds and intonation patterns of the language. Such activities can include:

Teacher and pupil use of the language for the daily routine and classroom directions

Increased use of a variety of recorded materials

Listening to resource persons

Radio and television programs

Games which require attentive listening

b. Presentation of a Language Pattern

One major device to teach sound and new items of language structure is the presentation of a simple language pattern. Vocabulary is also taught by making simple substitutions in the basic language patterns. These steps may be used in an oral presentation:

Say the basic sentence pattern clearly and distinctly several times at normal speed.

Indicate the meaning of words or situations by pictures, gestures, action, or simple explanations.

Have students listen carefully before they repeat in chorus.

Have the pupils repeat the patterns after you. This enables you to listen for and hear problems as you walk around the classroom.

Model the sentence pattern repeatedly.

Give remedial pronunciation practice for any words causing difficulty.

Have pupils practice in isolation only those words that pose pronunciation problems, and then repractice them in context.

After students have mastered the sentence pattern orally, have them practice reading it.

c. Dialogues

A dialogue is a simple conversation between two or more people. It is built around an everyday situation in which the student understands, identifies with, and enjoys. Dialogue practice offers practice in pronunciation and structure as well as providing for other values--meaningful experiences, time not wasted on isolated words, and the pupil finds a personal interest.

The following questions may be used as criteria by the teacher in selection of dialogue material:

1. Is the dialogue short, interesting, and meaningful?

2. Does it contain simple phrases and patterns for mastery?

3. Is it developed around a real situation on the child's interest and emotional level?

4. Does it allow for intensive practice of basic structural patterns and insure a high quality of language development?

5. Does it in some way reflect or transmit ideas of the culture of the people who speak the foreign language natively?

When teaching a dialogue these suggestions are helpful:

1. Use appropriate facial expressions and gestures in the presentation so that the children will get the feel of what they memorize.

2. Make use of pictures, props, puppets, or other visual aids necessary to clarify ideas.

3. Change positions each time there is a change of speakers.

4. Re-present the dialogue sentence by sentence for added comprehension and repetition practice.

5. Walk around the room and require the children to repeat the sentences of the dialogue by the use of hand motions.

6. Give correction to errors through choral repetition drill of correct forms.

7. Always cultivate the habit of clear and quick responses.

8. Know that a dialogue has been mastered when most of the students can participate at a moment's notice and the entire dialogue can be said from beginning to end at a normal tempo without hesitations or mistakes.

By selecting well organized and appropriate dialogues and applying well sequenced steps in their presentation, the teacher can better his results considerably. He must remember that through the medium of dialogue practice, he is teaching his students to become independent in the use of the simple forms in natural hearer-speaker situations.

Students in the higher levels may be led to create their own dialogues. Whole expressions and parts of dialogues that have been memorized previously may be used as a basis for developing the new dialogue.

d. Pronunciation Drills

Every teacher of English serves as a model for pronunciation. If he teaches Spanish speaking children, it is important that he become well acquainted with the sound structure of English and with the ways in which it contrasts with Spanish. This knowledge enables him to predict pronunciation problems and to select or prepare drills for their solution.

Several techniques are suggested for preparing drills for pronunciation practice:

1. Contrast words with the same beginning and ending consonants but with varying vowel sounds: but, bought, boat

2. Contrast words having the same vowel sounds, but with varying final consonants: hat, had, has

3. Contrast words containing the same consonants in different positions in the words: tan, stand, cat.

4. Develop recognition drills of similar words with contrasting vowel or consonant sounds: heed, hid, head, had; sheep, cheap, ship, chip.

5. Give interesting and practical explanations or drills as to how difficult sounds are made:

   (a.) By comparing unfamiliar sounds to noises familiar to students, such as s sound of serpent, sh "hushing" sound

   (b.) By using simple illustrations, as "the motor in throat," to distinguish between voiced and voiceless sounds such as: f-v, t-d.

6. Lead students to form their own pronunciation rules after they have been taught inductively a number of examples.

   Formation of the past tense ending in -ed.

   Formation of plurals.

These procedures may help the teacher in presenting pronunciation drills more effectively.

1. Model a pair of contrasting words or a sentence.

2. Have class repeat in unison.

3. Repeat the same pair of words or sentence, pointing to an individual student to repeat after you.

4. Then model the second pair of words or the second sentence and follow the same procedure. Do the same with subsequent words and sentences.

e. Pattern Drill

Pattern drills are used to enable students to gain control of the spoken language without resorting to elaborate grammatical dissections and descriptions. Students learn structural points through use and have a context for practice of vocabulary. They develop automatic responses and manipulation of structure without conscious thought.

Pattern drills provide for the learning of new forms in patterns of old familiar forms and for practice of familiar forms in different combinations. New vocabulary and structural points are learned in oral pattern practice, and familiar structures and vocabulary can be practiced in oral or written reinforcement exercises.

In short a pattern drill is one in which the pattern is given orally to pupils and is repeated or is changed into a variation of the pattern by the pupils. The form given to pupils is a meaningful pattern of speech; if it is changed, the form to which it is changed is also a meaningful pattern of speech. The drills may be written after they have been mastered orally.

Pattern drills to present new materials or to practice familiar materials should be based on the following principles:

The drill should include as much of the text materials as possible.

The drill should be contextually oriented.

The drill should be structurally oriented: it should concentrate on one structure; where several structures are involved, there should be a consistent pattern of change.

The drill should provide for sufficient practice to result in a grasp of the salient points of vocabulary or structure drilled.

There needs to be a distinction between pattern drills for practice and those for presentation. In the former case, pupils drill already known forms or vocabulary in different combinations: in the latter case, they are learning new structural forms or vocabulary. Certain types of pattern drills may be used for both presentation and practice, and some for practice only.

Pattern drills for presenting new structural points include:

Repetition drills (may also be used to present new vocabulary)

Restatement of relay drills (directed dialogue)

Transformation drills

Replacement drills (substitution drills)

Integration drills

Expansion drills

Contraction drills

Pattern drills for practice may include all the above plus:

Patterned response drills, in question and answer form

Progressive drills

Substitution in a deris of patterns

Drill in rejoinder-response

Combined substitution and transformation drills

Completion drills

Translational drills

Variation drills

When constructing a drill, the teacher must decide its function. Is the drill to present a new point or does it drill familiar items? In presenting new points of structure or vocabulary, it is important to remember that:

New vocabulary is introduced through repetition drills.

N ew structural points may be introduced through various drills.

Drills designed to present new structural points must show the function of the forms to be learned.

Only one new structural point is to be introduced in a drill. The change from the pattern supplied by the teacher to the pattern given by the student should involve only a single change.

Pupils should be given sufficient drill in one form of the structural item before going on to the next form of the item.

Teachers need to observe these reminders when selecting pattern drills in published form:

Structural items involving new words, as well as vocabulary items, must be presented through repetition.

Repetition drills of irregular verbs should be followed by or be interspersed with substitution and directed-dialogue drills.

All items presented through repetition drills should also be practiced through other drills such as substitution, transformation and integration, expansion, and contraction drills.

Where several types of drill are combined, it is important that only one of the elements be a new structural item.

When conducting drills, the teacher will find these suggestions helpful:

1. The teacher gives one or two examples of the original pattern and its variant which the class repeats.

2. Pupils must be told the type of change to be made and how to make it.

3. When pupils have grasped the principles of the change, the teacher gives only the form in the left-hand column of a drill. Pupils, individually or in groups, are required to give the form in the right hand column.

4. When pupils falter, they should be prompted, preferably in a "stage whisper."

5. The number of sentences given pupils will vary with the structure presented, the ability of pupils to respond and the items needed to secure coverage. As many as eight utterances of a single form may be necessary.

6. A grammatical explanation is given briefly before or after the drill, depending on the degree of grammatical difficulty. For most structure, the explanation is given after the initial drill, when pupils have grasped the point. The drill is then resumed.

Types of Pattern Drills

The structure drills which follow are only representative types of pattern practice which have been effective in language learning both in the classroom and in the language laboratory.

I. Repetition Drills: The student repeats an utterance aloud after the teacher. He does this with his book closed. The utterance must be clean and brief. This drill is especially helpful in presenting new items. Example:

Teacher: Today is Monday. Student: Today is Monday.

For an effective repetition practice, observe these cautions:

Models for repetition should always be given correctly and in the way the habit will be used.

Repetition periods should not be too long.

Repetition periods should not be too far apart.

Repetition must be carried on until the habit is fixed and the student can respond automatically.

II. Inflection Drills: One word in the utterance appears in another form when repeated. Example:

Teacher: I have the book. Student: I have the books.

Inflection of one word may require inflection of another. Example:

Teacher: He bought his car. Student: They bought their cars.

III. Substitution Drills: Substitution drills have three parts:

A frame--a model utterance that the students repeat to begin the drill.

A cue--an element to be substituted in a certain slot in the frame.

A response--a second utterance made by combining a cue with the model utterance and so on through the drill.

When using substitution drills, follow these steps:

1. Give the initial utterance.
2. Have the entire class repeat it in chorus three or four times.
3. Give the first cue.
4. Have class, group, or one student make the new utterance with the cue in the correct slot.
5. Continue through all the cues in the drill, making sure to maintain a rapid pace.

Substitution drills are of a variety of types:

A. Person-Number Substitution--The cues indicate the changes in gender, person and number. This is a very effective drill for the practice of verb form. Example:

Teacher: I buy paper. Student: I buy paper.
We _____ We buy paper.

B. Item Substitution Drills: The cues call for the substitution of an item involving gender or number or both. Only one word in the sentence changes. This drill is very effective with nouns, adjectives, pronouns, possessives, etc. Example:

Teacher: John is sick. Student: John is sick.
_____ American. John is American.

C. Double Item Substitution Drills: Cues are given for total alternating slots (words) instead of for the same one throughout the drill. Example:

Teacher:	He is sick today.	Student:	He is sick today.
	_____ now.		He is sick now.
	____ tired ____.		He is tired now.

D. Replacement Drills: One word in an utterance is replaced by another. (Only one substitution is made at a time.) Example:

Teacher:	I read the book daily.	Student:	I read it daily.

Replacement and inflection are often combined. Example:

Teacher: This is new. Student: These are new.

E. Progressive Replacement Drills: An utterance is made; then one additional word is given which is fitted into the utterance; then another is given which is fitted into the last utterance. Example:

Teacher:	She found her watch.	Student:	She found her watch.
	(key)		She found her key.
	(he)		He found his key.

In another useful drill involving progressive change, a replacement is made alternately in one of two words (or slots) in the sequence. Example:

They see the man. They knew the man. They knew the waiter, etc.

IV. Completion Drills: The student hears an utterance that is complete except for one word and then repeats the utterance in completed form. Example:

Teacher: I have my book and you _____.

Student: I have my book and you yours.

V. Expansion Drills: A word is added which takes a certain place in the sequence. Example:

Teacher: I knew him (well). Student: I knew him well.

VI. Contraction Drills: A single word stands for a phrase or clause. Example:

Teacher:	Place the book on the table.	Student:	Place the book there.

VII. Transformation Drills: A sentence is transformed by being made negative or interrogative through changes in tense, voice, mood, aspect, or modality. Such drills are accompanied by a cue that points to the desired transformation. Example:

She knows my name.
She doesn't know my name.
Does she know my name?
She used to know my name.

VIII. Integration Drills: Two separate utterances are integrated into one. Example:

Teacher:		Student:	
We must work. This is important.		It is important that we work.	

IX. Rejoinder Drills: The student makes an appropriate response to a given utterance. He is told in advance to answer in one of the following ways:

Be polite.

Example:	Thank you.	You're welcome.
	May I have one?	Certainly.

Other utterances may include: Answer the question; Agree; Agree emphatically; Express surprise; Express regret; Disagree emphatically; Disagree; Question what is said; Fail to understand.

X. Restoration Drills: The student is given a sequence of words that have been culled from a sentence, but still bearing its basic meaning. He uses these words with little changes and additions to restore the sentence to original form. He may be told whether the time is present, past, or future. Example:

students/wait/bus The students are waiting for the bus.

XI. Reversal Drills: The reversal drill is the most effective of the drills.

Model the sentence. Repeat it and students listen. Repeat (3 times).

Begin at the end of the sentence. Students listen and watch then class repeats twice or continue with phrases from back to initial word. Have signals.

1. to listen
2. to repeat as a group
3. to repeat as individuals

Example: hut, in the hut, the man is in the hut.

XII. Dialogue Adaptation

The objective of dialogue adaptation is to relate the dialogue sentences and situation to the personal experience of the students. The technique consists of questions and answers that are based on the dialogue, and it may be used as soon as the appropriate parts of the basic dialogue have been fairly well learned by the students.

The following are suggestions for presenting dialogue adaptation:

The question-answer process is first practiced between teacher and students.

When a phrase becomes familiar, direct one student to ask the question of the student next to him.

After answering, this student in turn may ask the student next to him.

This "chain drill" ends after several students have participated.

Introduce a new question.

Do not hesitate to interrupt the "chain practice" frequently and have a student ask you the question.

When necessary, prompt the correct form immediately.

XIII. Questions and Answers

The questioning technique is one of the most frequently used by language teachers, but this does not mean that it is the most successfully used. Valid question practice is very important in language learning because it requires the ability to think quickly and easily and to answer automatically.

The following suggestions are for improving the technique:

Direct the question to the whole class before any one pupil is called on for an answer.

Use only words found in the pupil's vocabulary.

Be concise, clear, and definite.

Require all questions to be answered in complete sentences or utterances.

Pass the questions around and give all students a chance to participate.

Do not follow any special order in asking the questions, such as a seating arrangement or alphabetical order.

Do not allow a few of the very slow students to waste the time of the class.

Ask most questions in a business-like, but unhurried rapid manner.

Use various types of questions that will:

1. Establish an active vocabulary.

2. Emphasize points in grammar.

3. Test student's information.

4. Stimulate thought and create enthusiasm.

Make questions difficult enough to challenge the student's efforts but not so difficult as to discourage them.

The most effective questions are those pertaining to students' lives and experiences. They create personal interest and enthusiasm. For drill purposes, however, and in order to build an active vocabulary, the teacher may use other types of questions: yes-no; choice; simple and difficult recall.

XIV. Directed Dialogue

Directed dialogue is a controlled conversation between two students stimulated by teacher instruction. The student rephrases an utterance and addresses it to someone else.

When presenting directed dialogue,

Have two students come to the front of the room the first few times you use the technique.

Use students' own names in speaking to them.

Have one student repeat the words.

Have the entire class repeat the same sentence or question.

Move and stand beside second student; give him the exact response.

Have him repeat it; have class repeat it.

Give the direction to first and second students to elicit the responses without prompting.

Repeat the same directed dialogue with two or three other pair of students.

Prompt immediately when prompting is needed.

ACTIVITIES

Songs, games, story telling, puzzles, and art activities are not only ways of creating atmosphere, interest, and enthusiasm, but they are also an excellent medium for teaching, reviewing, and testing language learning.

Songs

Children of all ages enjoy singing songs because they

Are fun and create atmosphere

Teach melody and words in a manner that will maintain interest

Aid in learning new sounds and give an interesting medium for pronouncing them correctly.

Facilitate learning of new words and concepts through appropriate action or dramatization.

Afford a means of improving intonation patterns and rhythm in the new language.

Give practice on the cardinal principle that a word must be learned before it is seen.

When teaching a song, follow these steps:

1. Read the words at a normal speed and explain the text, elaborating on any parts that are necessary.
2. Sing or play a record of the song all the way through so that students will become interested in the melody and how to sing it.
3. Re-read the song, line by line, indicating rhythm and inflection by hand motions.
4. Have the students repeat the song in choral unison with correct pronunciation and rhythm.
5. Require correct pronunciation of all words, giving choral unison drill of the difficult words.
6. Sing an entire verse (or a part of a verse) and have the students join in the singing.
7. Continue singing until students have learned to sing the melody correctly.
8. Encourage students to learn the words by memory, once they can sing the song correctly.
9. Organize groups for two, three, or four-part harmony, after the song has been mastered by the entire group.
10. Make the presentation of a song more meaningful by using appropriate pictures and relating it to the development of the lessons taught.

Games

The teacher can take advantage of the child's natural interest in games to give additional practice in reinforcing, maintaining, and reviewing previously learned skills.

In selecting games for classroom use, choose those that

Are fast-moving in order to avoid monotony.

Contain elements of suspense and competition.

Require responses from a large number of students.

Are uncomplicated and require only simple explanation and score keeping.

Most of all, provide definite learning objectives.

Many professional books and magazines provide teachers with new ideas about games. The following are some samplings of games that have been effective in language teaching.

CLASSROOM GAMES

Lost and Found

Ask individual children to stand and repeat what they would say to a policeman if they were lost. Each child might say:

> My name is Juanita Moreles. I am six years old. I live at 506 Laredo Street. My father's name is Raphel Moreles.

(Texas Education Agency, Austin, Texas. Bulletin 642, March 1964.)

How Many Are There?

Use number cards and pictures of any object, person or animal. Hold a number card in one hand and a picture in the other. Ask, "How many _____ are there?"

(Teaching Children Foreign Language. Finacchairo, Mary. McGraw-Hill Book Company, New York, New York.)

Nice and Clean (Song-game)

(Tune: Mary Had a Little Lamb)

Tito had a bar of soap,
A bar of soap, a bar of soap.
Tito had a bar of soap,
He used it every day.

His face and hands were always clean,
Always clean, always clean.
His face and hands were always clean,
He used it every day.

Maria had a toothbrush,
A toothbrush, a toothbrush,
Maria had a toothbrush,
She used it every day.

Lupe wore a nice clean dress,
Nice clean dress, nice clean dress,
Lupe wore a nice clean dress,
A nice clean dress today.

(Texas Education Agency, Austin, Texas. Bulletin 642, March 1964.)

STORY TELLING

The learning of stories furnishes rich listening and speaking experiences that promote language growth. In selecting stories for beginners, those that are well-known and well-liked should be chosen. They give pupils feelings of confidence. The teacher can use pictures and props to help get meanings across. These steps are effective in presenting a story:

1. Practice repeating the story several times outside of class, using pictures and props that may be used during its actual presentation.
2. Correlate skillfully the presentation of each visual aid with the idea that it explains. Practicing in front of a mirror can be helpful.
3. When telling a story, follow the same sequence each time and use the visual aids exactly the same way. The visual material may be different to vary the presentation, but always present the events in the same order or sequence.
4. When first presenting the story, tell it in a short and simplified form, dealing mainly with the basic framework.
5. Use key phrases or expressions later as a refrain or choral drill. Present the dramatic action so that the children can easily learn to mimic the voice and the action.
6. Tell the story a number of times.
7. Have dramatic presentations with the children performing or using puppets to serve as a culminating or final activity.

PUZZLES

Puzzles are a most useful aid which all children enjoy. Like games, they arouse interest and are ideal for reinforcing learning or review. There are a variety of types, among which the following are commonly used in language teaching:

1. Picture puzzles (grades 2-6): A picture puzzle is one in which the child looks at the picture to develop concepts at these levels. An example would be a picture of a ball with the letter b missing. The child sounds out the word and supplies the letter he hears.
2. Story puzzles (grades 2-8): A story puzzle is one in which the child reads a teacher-composed story or composes one himself. After it has been read several times, consonants, blends, or endings are erased and the child is permitted to put the missing letter or letters in the right places.
3. Compound Word Puzzles (grades 2-6): A compound word puzzle picture can be made by drawing pairs of pictures. The child can spell the words to match the pictures, thus creating the compound words.

4. Rhyming Word Puzzles (grades 1-2): A rhyming word puzzle is one in which the child looks at a picture on the board and writes a word that rhymes with the picture. Another variation is to have a list of four words with one word that does not rhyme. The child circles the "wrong" word.

5. Crossword Puzzles (grades 2-8): Crossword puzzles may be made and duplicated by the teacher or purchased. Each child reads the sentence clues and puts the letters in the squares to make a word. A variation would be to give students the puzzle filled in correctly and let them provide the sentence clues.

ART ACTIVITIES

Art activities are a helpful aid to learning and may be used most effectively with younger children. When they first come to school, they are curious about their new surroundings, and art activities take advantage of this natural curiosity.

Through art work, the children learn simple terms, such as square, circle, and color. They learn to observe and appreciate color in nature and to recognize the primary and secondary color groups. They also learn to express themselves. All of these learnings stimulate language growth.

The following are types of art activities that can be used. Some are for the children to do and some are to be partially prepared by the teacher, to be completed by the children.

Two-dimensional Art Activities

Use crayons in different ways.

Use tempera paint in a variety of ways.

Use colored construction paper in different ways.

Illustrate stories and poems with crayon and paints.

Use finger paints.

Three-dimensional Art Activities

Use clay.

Make masks.

Collect odds and ends of scrap materials to make interesting forms.

Use cloth, yarn, and large needles to sew simple objects.

Art Appreciation Activities

Take a walk, observing and talking about the beauty of nature.

Collect articles and flowers for enjoyment and beauty.

Learn to care for personal belongings in an orderly manner.

Make plans and participate in various projects to beautify the classroom.

Plan how, where, and when class work will be exhibited.

There are several excellent programs available for the teaching of English as a second language. Herewith are evaluations and summations of three such programs.

Lancaster, Louise. Introducing English. An Oral Pre-Reading Program for Spanish-Speaking Primary Pupils. Edited by: Paul McKee, M. Lucile Harrison, William K. Durr. Houghton-Mifflin Company, Boston, New York, Atlanta, Geneva, Ill. Dallas, Palo Alto, 1966.

"Introducing English is an oral program of 28 lessons which has been prepared to help teachers of Spanish-speaking four, five, and six-year-old children who are learning English for the first time. The book is planned to be used as an intensive oral program lasting from two to three months. The manual combines normal pre-school activities with planned content and proven methods of teaching English as a second language in order to present a total balanced program."

The specific objectives are:

1. To motivate the child toward an interest in a desire to learn English by using a variety of methods and activities in situations which show a need for speaking English.
2. To enable the child to understand and communicate orally, using a basic speaking vocabulary of five to six hundred words, in meaningful and correct language patterns.
3. To encourage the child to pronounce English correctly by pointing out common speech errors and providing practice on the sounds which cause difficulty.
4. To provide for individual differences, mastery, and rate of learning through group work, constant review, and systematic practice.
5. To enrich the background and broaden the experience of Spanish-speaking children.
6. To insure that the child continues to have pride and security in his native language and culture by urging teachers to accept, utilize, and show interest in what he already knows.

The audio-lingual method used is: "First, you repeat the new language pattern several times while the pupils listen. Then, using hand signals, you have the class and then parts of the class or groups of pupils repeat the new pattern after you many times. You speak; they listen; you speak; they listen; they speak. Finally you signal individual pupils to repeat the language pattern after you."

The manual, Introducing English, gives step by step explicit directions. It tells what hand gestures to use, what to say and how to elicit responses from children. At the end of each lesson,

enrichment activities relating to the lesson are suggested. The activities are printed in full, along with teaching ideas in the extended learning activities section at the back of the book. There are many kinds of enrichment used, some of which are poems, songs, fingerplays, and art activities.

"A list of additional Spanish sentences and phrases along with phonetic pronunciation is also listed in the back of the book for your convenience. These phrases may be particularly helpful at the beginning of the program. An index of all the pronunciation exercises used in the lessons is given also, so you have easy-to-use reference if pupils need practice in a particular sound."

"A thorough AudioVisual section is included. Although the material accompanying the book is extensive, we realize that you will need additional items and audio-visual aids. Practical teacher-made or collected ideas are discussed along with commercial items given, in addition to ideas on organizing your personal file of pictures and objects. Some of the areas covered include flannel boards, filmstrips, and enlarging your own pictures."

The materials suggested for use with the manual are:

> Picture cards for use with Introducing English (316 indexed pictures in a file box) and Duplicating Masters for use with Introducing English (35 duplicating masters to use with the lessons).

Audio-Lingual Teaching Tips

1. When talking to the class, limit the English you are using to what the pupils understand rather than make excessive and possibly confusing demands on them.
2. Introduce vocabulary within simple language patterns rather than as separate and isolated words.
3. Be sure you say a language pattern several times before the pupils are asked to repeat it.
4. When saying models of language patterns, walk around the classroom so all the pupils can hear you at close range and can watch the movements of your mouth and lips.
5. Always speak to the class at a normal speed in a natural conversational voice. Do not exaggerate the intonation or the sounds in the language patterns. Exaggeration and distortion will be imitated by the pupils.
6. When teaching a procedure which calls for group response, vary the kinds of responses by having not only the class repeat after you but also groups of pupils designated by tables, rows, boys, girls, or half the class. Signal for these responses during any procedure when you feel it necessary or as a break in the routine. Always lead from the group to individual response when presenting new language patterns.
7. Use hand signals to indicate look and listen during a procedure or class activity whenever they are necessary.

8. Demonstrate the directions for a procedure by using gestures, pantomime, facial expression, pictures, objects, and other materials.

9. If you speak Spanish, do not over use it to explain an idea, meaning or direction.

10. Keep the pace of the procedures brisk and lively so the language is natural and the pupils' attention is insured.

11. Give sufficient time for the pupil to think if the response requires anything but complete repetition of the language pattern.

12. Praise the children frequently; smile, and be pleasant and calm.

13. Give the necessary models and guidance and correction, but do not talk too much. Your emphasis should be on the pupils doing most of the speaking.

14. If you isolate a sound or a word in order to correct pronunciation, always say the entire language pattern naturally and have the pupils or pupil repeat it before going on to something else.

15. After three or four attempts to correct a pupil, go on to another pupil. Later, return to the first pupil when he has had a chance to listen to the word or pattern said correctly several times.

16. Always be aware of the individual nature of each pupil when working with the class. Many pupils will take correction in stride, but shy pupils may need encouragement at the time and private correction later.

17. Be sure to give all the pupils a chance to speak English and participate. When beginning a procedure using individual repetition, you may wish to rely on the more able pupils at first but do not let them monopolize the activity.

18. Stay within the language limits of the lesson and procedure without being inflexible. Try not to use language patterns and vocabulary which will be introduced in later lessons.

19. Provide a variety of activities to interest the pupils, since at this age their attention spans are short.

20. Continue or return to a procedure whenever you feel that it is necessary.

21. In informal classroom situations, try to relate the content of a lesson to the children's natural interests in and out of school.

22. Postpone reading and writing or reference to written symbols until the pupils have mastered sufficient oral English. Concentrate on giving them models they can imitate and constant oral practice.

23. Take time to train the pupils in following basic routines, both the routines used in the procedures and those necessary to general classroom management.

Some audio-visual materials which are suggested are:
filmstrips, movies, tape recorders, records, and enlarged pictures.

The pictures may be projected with overhead and opaque projectors. Some teacher-made devices and collected items are games, toys, miniature objects (doll house furniture), realia (waxed fruit or a real bird's nest), blocks, puzzles, magnetic boards. Stick, hand, felt, paperbag, or other simple puppets are ideal devices to introduce stories and dialogues. Use charts to sort pictures into categories or to teach concepts with related pictures. For example, a chart showing a picture of a school at the top is followed by a series of pictures showing what the children do at school.

Large pictures of a ladder or slide can help teach concepts such as up and down or top and bottom. A big tree tacked to a bulletin board may be helpful in teaching on and under. Mounted pictures of a story can be attached to one another like an accordian. After using each picture one at a time to tell the story, the picture can be set up on a shelf in the classroom. Two items pictured on the same piece of paper are a practical device when teaching and (the boy and the donkey).

Painted and mounted objects such as spools and counters help you to teach numbers. Other objects can be purchased in dime and toy stores.

Flannelboards are excellent devices to use when teaching young children. A flannel board can be used to play games, classify items, tell stories, and to teach number concepts. One example of classifying items is to place two cutouts of a mother and a father at the top of the board. The pupils place items which belong either to the mother or father under the correct figure.

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The Miami Linguistic Readers series is designed to help teach beginning reading to the pupils whose pre-school language was other than English and those who are culturally disadvantaged. It represents and attempts to bring together the findings of modern linguistic science and the pedagogical practices of conventional developmental reading programs within content which reflects time-honored traditions of children's literature.

The series is based on the following premises:

1. That the content of beginning reading materials must deal with those things which time has shown are truly interesting to children.
2. That the materials must reflect the natural language forms of children's speech.
3. That the children must have aural-oral control of the materials he is expected to read.
4. The grammatical structure as well as vocabulary must be controlled.

5. That the child must learn to read structures if he is to master the skills involved in the act of reading.
6. That the presentation of sound-symbol correspondences in beginning reading materials should be in terms of spelling patterns rather than in terms of individual letter-sound correspondences.
7. That in developing beginning reading materials the focus must be on the skills involved in the process of reading rather than on the uses to which reading is put after the process is mastered.
8. That writing experiences reinforce listening, speaking and reading.
9. That the learning load in linguistically oriented materials must be determined in terms of the special nature of the materials.
10. That the materials must be so selected and organized that they will enable the learner to achieve success as he progresses through the materials.

These premises are embedded in a body of organized, sequential materials which provide the pupils with systematic practice on the essentials of the language. The pupils practice listening to and speaking the content to be read before they read it. They later reinforce the oral and reading practice by writing.

However, the language learning experiences of pupils who use these materials will not be limited to this structured program. The pupils will participate in unstructured English language activities during the larger part of the school day. They will also use English for communication to the extent that they are able in a variety of out-of-class situations. This unstructured language practice can be expected to give the pupils an understanding of English far beyong their ability to speak, read and write it.

The Miami Linguistic Readers series consists of pupils' books, "big books", seatwork booklets and teachers' manuals. The pupils' books correspond to the pre-primers, primers, and readers of other developmental reading series. The "big books" provide charts for inducing language practice and for focusing on reading problems which need special attention. The seatwork booklets provide writing activities that will reinforce oral expression and reading, and the teachers' manuals describe activities for language, reading and writing practice.

The language practice takes account of the fact that bilingual and culturally disadvantaged pupils are in the process of mastering standard English as well as learning to read. The foldout at the back of the manuals graphically illustrates appropriate techniques for language practice. The activities related to reading, while emphasizing the acquisition of reading and study skills, provide additional systematic language practice.

Teachers are urged to lead the discussion of the reading content in such a manner that the pupils are given as much help in expressing themselves as possible. When real difficulty is evident the teacher is expected to supply the correct language form and then ask the pupils to repeat.

The pupils' books deal with content which time has shown is truly interesting to children. They encourage children to develop a love of books and reading. The language used in the stories reflects the natural forms of children's speech. The reading activities throughout tend to help the pupils reinforce concepts and establish meanings. Pupils are also helped to relate the experiences they read about to their previous store of real or vicarious experience and to acquire a system of desirable attitudes and values.

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Texas Education Agency, Cooperative Res. Project #2648

TEA Cooperative Res. Project #2648 is material designed to teach English to non-English speakers in the first grade.

This material consists of twelve units of material that includes vocabulary and structures used and needed in the child's daily environment and in learning experiences at school. Titles of some of the units are: "Getting Acquainted", "The Family", "Our School", "Number and Color Combinations", and "Health and Safety". English language structure and vocabulary are introduced through exposition, basic dialogue, and supplementary material plus visual or audio-visual aids supplied by the teacher.

In the selection of the audio and/or visual materials to be used in the introduction of each unit, the teacher has an opportunity to be creative and to integrate pattern and structural material presented in each unit of the project material with the basal or supplementary lessons being presented in the first grade readiness program, reading classes, or other subject fields taught in the first grade.

The units (after introduction) are further developed through directed dialogue, structure drills, substitution drills, dialogue adaptation, games, etc.

These structured oral language lessons are to be used daily in the first grade during two or three short periods so that pupils will have a maximum amount of learning experiences in hearing and speaking English. The techniques of teaching this prescribed oral language material are carried over into the conversations in all daily classroom activities.

Goals of the program are to learn basic structures of spoken English; to instill a feeling of confidence in meeting daily language situations; to build a foundation for future successes in academic work which requires a comprehension and understanding of the English language, and to acquire as a matter of habit the basic structures, patterns, and vocabulary of English.

IV. EVALUATION

There is a great need for evaluation in bilingual education. The effectiveness of an elementary school program using English as a second language is determined by the extent to which the needs of the pupils and their parents are met. To be effective, evaluation must be on a continuing basis rather than occasionally. Collecting information is not, in itself, evaluation. Evaluative judgment must be made concerning the information, and plans for redirecting the program must be initiated.

Evaluation is an integral part of the teaching-learning process. At the beginning of a program, evaluation is necessary to determine learning needs of the children and to serve as a reference point. It is in terms of starting point, present point, and future goals that the effectiveness of teaching methods and programs are evaluated. Regular interval testing is necessary to determine the progress of the children, the effectiveness of the teaching methods, and the validity of the established sequential learning pattern. Daily evaluation is essential. It reinforces the learning of the children and provides the teacher with very important clues indicating the effectiveness of her teaching and the rate at which concepts can be presented. This evaluation must be done in terms of the specific day's goal or task. The form or structure used in evaluation must be the one used that day, with material used that day.

It is important to know all we can about the child and his background. Each pupil must be judged as a person. Several assumptions can be made in considering the most appropriate way to teach English as a second language to these disadvantaged children. First, these children begin school with a different background from most typical Anglo children. Many environmental deficits associated with disadvantagedness are present. The rate of broken homes is extremely high and many of these children have never been out of the city limits.

Second, these children are underdeveloped in visual perceptual tasks associated with learning to read. These factors are highly developed in other areas, however.

Third, these children's knowledge of English is inadequate. If they learn English as a second language and then use this language in their school work and Spanish as an out-of-school language, the result is lack of sufficient mastery of any language.

Fourth, these children are deficient in auditory perception and discrimination of certain elements found in the English language.

Evaluation of this program can take many forms. It may be formal or informal. The important thing is that regular evaluation be undertaken, for with such periodical examination, weaknesses may be noted and solutions attempted, successes recognized and analyzed, methodology and techniques studied for improvement of effectiveness. Evaluation is a beginning, not an end. It is continuous in order to effect improvement each day.

Many teacher-made tests are very effective. These evaluations may be in the form of games or activities. An example of such a form of evaluation is the Cumulative Sentence Game. This exercise tests the child's ability to identify initial consonant sounds. An alliterative sentence is given to establish the sound pattern upon which the cumulative sentence is to be built. Each child in turn repeats the entire statement made by the preceding player and adds one more word that has the same beginning sound. When the sentence becomes too long for the player to repeat all the items in order, start again.

Example:

1st child:	Big Benny bakes brown bread.
2nd child:	Big Benny bakes brown bread and bisquits.
3rd child:	Big Benny bakes brown bread, bisquits, and beans.
4th child:	Big Benny bakes brown bread, bisquits, beans, and bananas.

These are suggested statements to begin the cumulative sentences. The teacher, undoubtedly, will develop others.

Picture cards that have the initial consonant sound may also be used. Have the pictures spread out so that each child who adds a word to the sentence may choose one of the pictures and put it on the chalk ledge to the right of those already placed there. Through this sort of informal evaluation the teacher can readily see how much the children have grasped, what has not been mastered, and if the children are ready to go on to something else.

Pretest experience should always be included in any testing program. It is vital that each child understand exactly what is expected. Tests should be chosen or constructed so pupils are tested as nearly as possible in a manner in which they will be or are being taught. Pictures or flash cards used during testing should be those used during teaching, or very similar. No complicated

unfamiliar visual materials should be used. Evaluating aural-oral skills has several elements: 1) comprehension, 2) expression of ideas, 3) speed and accuracy of response, and 4) use of sound and structural systems.

In creating her own tests or sets of evaluation material, the teacher should have clearly in mind the goals of her program and methods of teaching. She must provide optimum testing conditions, test for specifics, and make an assumption of prior knowledge.

Evaluating comprehension is the simplest task. Pictures, flash cards, objects, and dittos of simple stick figures and items can be used. Four items are presented. The child is to choose one in response to a simple command. This command must retain the same pattern throughout. With pretest experience the child should know exactly what he is to do. For example: The child sees a picture of a horse, a dog, a man, a woman; the command might be to point to the picture of the man. Be careful to determine what you are testing.

The evaluation of a child's oral ability demands individual evaluation. The child's responses can be recorded on a sliding scale of 0 to 10. 0 indicates no response; 10 indicates a rapid response with standard structure and sound system.

Using objects gives endless variety.

1. T: What is this?
   C: It is a book.

2. T: What color is it?
   C: It is blue.

3. T: Where is it?
   C: It is on the table.

This sequence would indicate the child's knowledge of the nouns book and table, the color blue, use of the verb be, and comprehension of the preposition on. As each item evaluates something different, so each item should be extended and evaluated separately.

Large, colorful action pictures are invaluable sources of material for evaluation. When using them, it is best to tape record the child's responses and evaluate them later. The responses will vary greatly, depending upon the child's familiarty with the second language and his personality. The child might give no response; give simple noun names, such as, girl, horse; give simple sentences, such as, "This is a girl"; give more complex sentences, such as, "A girl is riding a brown horse"; or give highly complex interpretations, such as, "The girl's name is Ellen. Her horse's name is Rocky. She's having fun."

In a fourth grade class this test may be used as an individual reading test: Use three text books--one, one level below their "supposed" reading level; one, on their reading level; and one, above the reading level. (For example, if the student is in the fourth grade, use the third-year reader, a fourth-year reader, and a fifth-year reader. This could be changed in any fashion desired. Perhaps, using a second-, a third-, and a fourth-year reader would be better for this group of children.) From each reader the student reads a paragraph. If at any time he has difficulty, stop. Do not go any higher.

Some tests used to measure general learning ability or learning capacity are:

1. The Pintner-Cunningham Primary and Intermediate Tests (Kindergarten-Grade 1)

2. Otis Quick Scoring Mental Ability Tests (Grades 1-6)

3. California Test of Mental Maturity (Short Form), Primary, Elementary, and Intermediate grades

4. Kuhlman-Anderson Intelligence Tests (Grades 1-8)

These tests are group tests for a potential I.Q. rating. The California Short Form may be best for these children since it is divided into verbal and non-verbal sections.

In the early stages, it would be a waste of time, effort, and money to use most standardized tests with these children. But, close observation of attitudes and language freedom during those early school sessions should be a good indication of the language level of each child.

Daily notes on individual problems, attitudes, and accomplishments should be made and used in planning each day's work to determine what is learned or where practice is necessary. Later in the program, more sophisticated methods recommended by or included in the program should be used.

Tenses by Harold B. Allen on the teaching of English to non-English speakers in the United States is available. This report outlines the total program of teaching English as a second language. Included in this report is an excellent guideline for setting up the evaluation aspects in this program of teaching English as a second language. The guidelines include everything from personnel selection, materials available, and the administration of the program, to the actual proficiency of the students. These guidelines in Tenses cover the total program from its initial step to the final evaluation.

Teachers are continually seeking tests which will be "fair" to Spanish-speaking children. Most tests penalize these children. Tests presented in English and Spanish are not satisfactory because few children could read either. The Juter-American Series is one such test.

Corpus Christi Independent School District has a very suitable Child Development Guide and a special report card for its Head Start program. This Child Development Progress Report is included with this evaluation.

The "Goodenough Draw-a-Man" test as well as the "Peabody Draw-a-Man" test can fill a useful purpose. Quite a lot about the child can be told from this test. An extremely immature child usually draws a man without hands, feet, lege, neck, or arms; whereas, the more mature a child is, the more details he puts into a picture of a man. This is an I.Q. test. Also, Florence Goodenough has an interesting book on this test.

Other types of tests are

1. Diagnostic tests are used to let us know how well the learner is likely to succeed. In language learning this should include audio-lingual as well as visual-graphic phases.

2. Progress tests are used to show how well the learner has mastered the content of a specific program. These tests should be given two or three times per week in order to show what areas must be retaught for better mastery.

    a. Written progress tests might include such items as 1)multiple choice, 2) completion, 3) substitution, and 4) transformation. Such tests are objective and easily scored. They cover a wide area and can utilize the blackboard and be informal.

    b. Oral tests are very good in that teacher can determine individual progress in relation to peers. Disadvantages of oral tests are that they are time consuming but about the only feasible method of checking production of sounds, stress, rhythm, intonation patterns, fluency, and automatic responses to stimuli.

Houghton-Mifflin has an excellent Reading Inventory to check the placement of a child. Their series on "Reading for Meaning" is very helpful with these children. Their "Introduction to English" also contains valuable

assistance to teachers of these children who are learning English as a second language. Their test to be used on the completion of each "magazine" in their readers provides valuable information for the teacher. Weaknesses and strengths of each child are indicated and plans can be made accordingly.

Teachers, administrators, and parents should not expect overnight results. However, a good program to follow plus competent, sympathetic teachers backed by the administrators and board of education should, in time, bring about the desired results. Remember, failure of a few does not necessarily mean the program has failed.

CORPUS CHRISTI PUBLIC SCHOOLS
Corpus Christi, Texas

1967-68
Child Development Progress Report

School_____ Teacher's Name_____

Child's Name_____ Date_____

Address_____

Please check appropriate column:

I. LANGUAGE DEVELOPMENT	almost always	sometimes	never
1. Speaks language other than English			
2. Follows simple directions given in English			
3. Repeats simple sentence patterns with correct pronunciation, intonation, rhythm, and stress			
4. Gives evidence of organic speech problem(s)			
5. Has difficulty in pronunciation of phonemes not in native language - "jello" for "yellow"			
6. Repeats rhymes, jingles, and finger plays			
7. Gives simple directions to peers in English			
8. Participates in teacher-directed patterned dialogues			
9. Is capable of answering directed questions in complete sentences			
10. Is able to use correct word order: ("a blue dress," not "a dress blue" or "the big boy," not "boy the big")			
11. Is able to ask and answer simple questions involving the question-words "who," "what," "where," "when," and "how"			
12. Is able to use correct gender of familiar nouns and pronouns			
13. Is able to use correct plural and singular forms of familiar nouns, pronouns, and verbs			
14. Is able to repeat a familiar story in sequence			

	Almost always	Some-times	never
15. Is able to use correctly the present, present progressive, past, and future tense of familiar verbs			
16. Is able to use familiar contractions: I'm, it's let's; negatives haven't, doesn't, can't			
17. Communicates informally with peers in English			
18. Is capable of expressing needs and feelings in English			
19. Participates in creative dramatizations in English			
II. PHYSICAL DEVELOPMENT			
1. Appears to see and hear adequately			
2. Seems well nourished and healthy			
3. Is pale and listless			
4. Is able to rest quietly			
5. Gives evidence of being hyperactive			
6. Gives evidence of being tense and nervous			
77. Has high level of manual dexterity: buttons buttons, zips zippers, ties bows, works puzzles, cuts and pastes pictures			
8. Participates vigorously in active play			
9. Has chronic red eyes, runny nose, or untreated sores			
10. Appears to be ill-kept and neglected			
III. PRESCHOOL READINESS			
1. Accepts school routine, follows rules			
2. Feels that all school personnel are his friends			
3. Has unusually short attention span			
4. Resents interruptions when engaged in absorbing activity			
5. Is able to concentrate on task at hand until completed			
6. Knows full name, address, birthdate, and age			
7. Identifies colors			
8. Identifies likenesses and differences in objects and pictures			

	almost always	some-times	never
9. Is developing number concepts and simple quantitative comparisons			
10. Is able to count by rote to 10			
11. Acts out rhymes and finger plays			
12. Enjoys dramatizing action in familiar stories			
13. Demonstrates interest and curiosity in exploring his environment			
14. Participates in art and musical activities with enthusiasm			
IV. SOCIAL-EMOTIONAL DEVELOPMENT			
1. Makes friends easily with other children			
2. Relates well to adults in charge			
3. Cries easily			
4. Becomes frustrated and angry with little provocation			
5. Is aggressive with other children			
6. Is easily discouraged			
7. Is easily distracted			
8. Has temper tantrums			
9. Is usually happy and cooperative			
10. Has high degree of concentrative powers			
11. Shares readily materials and equipment			
12. Is willing to take turns in games and activities			
13. Respects rights and properties of others			
14. Is usually courteous and considerate of others			
15. Works well with small groups of peers			
16. Appears shy and withdrawn			
17. Clamors to be first in every activity			
18. Is eager to participate in all class activities			

	almost always	some-times	never
19. Is able to work or play without undue supervision			
20. Takes care of personal belongings			
21. Takes care of physical needs: toileting, nose blowing			
V. LISTENING ABILITIES			
1. Identifies extraneous sounds: the pounding of a hammer, running water, footsteps, airplane or car motor, birds singing, cows mooing			
2. Identifies rhyming words			
3. Identifies beginning sounds of words			
4. Listens to stories with enjoyment, following sequence of events			
5. Is capable of following simple directions when told once			

VI. COMMENTS

ORGANIZATION

I. The administrative director of the workshop should be a person who has experience in or a knowledge of organization. It will be the responsibility of the administrative director to co-ordinate and present the financial and mechanical aspects for the program of the workshop in English for Speakers of Other Languages (in cooperation with the superintendent of his district, his immediate principal, and his fellow teachers).

His job will also be to present the financial aspect of the program, and how it will be covered, either through district funds, Title XI or other means. He is responsible for helping to evaluate the program at the close of the workshop and for the presentation of this evaluation to the school board, the P. T. A., and all interested parties.

II. The teaching staff will consist of professors who could give lectures or demonstrations to English for Speakers of Other Languages (E. S. O. L.) participants. E. S. O. L. personnel could be contacted directly or via correspondence to help organize the workshop. Local civic groups such as M. A. P. A., American G. I. Forum, L. U. L. A. C., could participate also. Professional people such as doctors, lawyers, clergy, teachers could also voice their ideas. All available organizations on the local, state, and national levels such as Optimists, Lions, Kiwanis, and church groups could also give their opinions and recommendations. Local, State, and National chapters such as T. S. T. A., N. E. A., foreign language clubs, E. R. I. C. (Educational Research Information

Center) and other professional organizations will be approached for their services. Resource people and materials could be obtained from specialists through N. E. A., or the Department of Health, Education, and Welfare in Washington, D. C.

III. The workshop should be from twenty to thirty class hours. The workshop should be held either a week before school starts or weekly or biweekly during the school year.

It is strongly recommended that the school selected be in a Spanish-speaking area within the involved school district. In this way a demonstration class could easily be arranged. In addition this would probably be a convenient location for the teachers concerned. However a school might use another building within the district that is available.

IV. The participants should be a highly selective group. The criteria for such carefully screened personnel includes:

A. a keen awareness of student and subject matter

B. a person-to-person relationship

C. a well-balanced friendly, sincere, enthusiastic personality

D. the ability to communicate

E. patience and understanding

D. determination, positive outlook on the Workshop

E. concern ofthe individual child's needs

F. concern of community needs and available resources

G. acquisition of understanding and appreciation of person's social culture, and ethnic group differences from his own

H. ability to express himself in group participation

V. Selection of participants will be made on the basis of a criteria that has been established above.

The following may apply:

A. Teachers. It is hoped that they will make up the bulk of the workshop

B. Counselors. Those who serve between the school and the community

C. School psychologist. He may help out with any psychological problems that may arise in the target area

D. Principals and vice-principals

E. Attendance Counselors

F. Nurse

G. Teacher Aides

H. Ministers, doctors, business people, interested parents, and military personnel

It is strongly recommended that the potential leadership in the various schools as well as in the community be utilized to effect the program within the District.

VI. Participants will be rewarded either through one of the following: with a stipend, graduate credit, or an advancement in salary schedule. Funds to pay said participants can be obtained from Title XI. This program in turn will be carried over to other areas where our children will receive the full benefit they so deserve.

WORKSHOP OBJECTIVES

At the close of this workshop participants who have N.E.S. or bilingual students should have a new concept of the problems that face the child who is Language handicapped.

First, that learning can not take place at the academic level until the process of communication is well established.

Second, that the process of of learning communication skills is not a quick process, but takes years to accomplish, even for the native speaker with constant exposure.

Third, some knowledge of the cultural background of the child is important to assist the teacher in recognizing areas or concepts of which the child may have little or no knowledge or recognition as a base for the curriculum presented.

Fourth, a system of priorities should be established to implement a logical sequence of teaching the child the necessary skills and knowledge at a practical rate to provide for his absorption into the "normal" stream of educational endeavor.

Fifth, educational goals should be recognized and set for the guidance of the teacher and for evaluation of the program's effectiveness for the child, exercising care that progress not be faster than information can be assimilated.

Sixth, there should be a line of communication between the school and the parents of the child which will provide for a sure understanding in the home of the program, its goals and the reasons it is designed as it is.

Administrative attitudes toward the process of building the subject child's skills to the point he can successfully achieve in the new educational atmosphere, should be shaped and reinforced by the same recognition and acceptance of the child's problems that the teacher develops.

Participants should complete the workshop with: a knowledge of a variety of methods and techniques for approaching the problems of the N.E.S. or bilingual child which could be used as a basis for development of an effective program of assistance to the child; and recognition of the possibility of using the abilities and backgrounds of the child in making the regular school program more meaningful for the other students.

A recognition of the child's language problem will be experienced during a demonstration of a shock language lesson.

Material lists and available teaching aids will be provided and discussed and a variety of teacher made aids will be demonstrated with opportunity by the participants to prepare some of these aids and materials during the workshop.

Demonstrations of drills, dialogues and lesson plans will be provided to give guidance in techniques and methods with opportunity for participants to actually present a short drill or lesson for critique.

A recognition of the necessity of adopting the curriculum to the needs and abilities of the N.E.S. or bilingual child is of prime importance in the over all effort to serve the interests of these children and will be established.

Demonstration of the linguistic contrasts involved in the production of speech sounds as they vary from one language to another will help participants recognize one of the greatest difficulties encountered by a learner of another language these contrasts and the application of effective methods of overcoming them is to be demonstrated and practiced.

Simple recognition of the cultural differences which provide the subject child with some of his problems is not to be considered only in the light of diagnostic necessity, but care should be taken to reinforce the child's cultural background by recognizing it as a definite asset and giving it a position of equal importance in his experience with the culture he is trying to assimilate.

COURSE OF STUDY AND MATERIALS

This workshop will consider three phases in its course of study.

I. Phase I - Orientation to culture of area
   - A. Folklore
   - B. Psychological problems
   - C. Social strata

II. Phase II - Language
   - A. Extent
   - B. Materials

III. Phase III - Demonstration
   - A. Community
   - B. Home
   - C. School or supervised recreation center

I. Phase I - Orientation to culture of area

A. Folklore - It is necessary for the teacher to know something of the cultural background of Mexican American students. A knowledge of their heritage will enable a teacher to cope with many of their personal characteristics with greater patience and tolerance. Many impediments to their learning process are imbeded in home and family environment which is inherited from a source foreign to the modern U.S. educational system. Some valuable folklore information should include:

1. Mexican history
   a. Folk heros - Fray Hidalgo, Benito Juarez, Porfirio Diaz, Pancho Villa, Emiliano Zapata,

Fray Junipero Serra, Davy Crockett

b. Holidays and fiestas - 5th of May, 16th of September compared to 4th of July, Day of New Mexico Reconquest, religious festivities, the Alamo

c. Why is Spanish spoken in Mexico and English in the United States

2. Mexican and Southwest U.S. geographical similarities and racial distributions

a. Indians, Spaniards, Mestizos, Gringos, Anglos

b. Ranches, haciendas, pueblos, towns, cities

c. Weather, climate, mountains, deserts, vegetation

3. Mexican arts and crafts

a. Architecture - adobe, tiles, arches, iron grills

b. Music and dances - types of instruments and musical styles, origins of dance rhythms from Spanish or Indian sources

c. Ancient Indian art forms of sculpture, architecture, ceramics, textiles, gods and symbols that still appear in modern Mexican expressions

Maps, films, photographs, stories, and recordings may be used to compare Mexican and Southwest United States people and cultures.

B. Psychological problems - Some of the characteristics of the Mexican American child confronting the teacher may stem from deep-rooted psychological problems. To understand and thus to teach successfully one must be aware that:

1. The child has been generally reared in a pessimistic atmosphere; thus has a defeatist attitude.
2. Lack of material goods has created a yearning for tangible items.
3. The child is generally suspicious of those who attempt to help him.
4. Large families create a lack of individual attention. Because of this, two types of personalities result:
   a. Aggressive beligerent
   b. Shy - withdrawn
5. The child displays an extreme form of pride because of his close family ties.
6. Child often delights in fantasy either because he is desperate or wants to rise above the sordid facts of his life.
7. Because of the constant close contact with birth and death, the child is inclined to display a morbid, bloody, glad-sad type of art.

It is suggested that at least one or two lectures covering these points be given to the teachers of this workshop. Choice of

speakers for these lectures could be:

a. Psychologist connected with local welfare departments

b. Instructor from the Psychology Department of a local college

c. Priest or minister working in the area

d. Vista worker

e. Visiting nurse

C. Social strata - In all social groups there is a social strata within the group. It is important that the teacher becomes aware of this to avoid generalizations. A lecture could be given by a councilman or a business man of Mexican descent and from the area to cover the following points:

1. Finances

2. Housing conditions

3. Educational levels

II. Phase II - Language (Spanish) - The teachers who are to deal with the Spanish-speaking child should be cognizant of at least a functional basic vocabulary. The following outline may be taken as criteria for the immediate environmental vocabulary.

A. Extent

1. Indoors - home and classroom equipment and furniture, tools, food, family, simple commands

2. Outdoors - play ground equipment, means of

transportation, nature

3. Self - parts of the body and articles of clothing

4. Polite greetings

5. Opposites, colors, numbers and common adjectives.

The teacher should also understand the structure of a simple sentence in Spanish. This will help her to have understanding and patience with the mistakes the Spanish-speaking child will make as he learns the structure of the English sentence.

B. Materials that the teacher should be familiar with and use

1. Audio-visual materials

a. Language Master

(1) Bilingual word cards

(2) Picture word cards

(3) Number and alphabet cards

(4) Social concepts - picture sentence cards

(5) Health concepts - picture sentence cards

b. Record player for bilingual records - stories, games, music

c. Tape recorder to be used individually or in groups

(1) Stories taped by teacher so students can read from books at the same time

(2) Let children record stories they make

d. Movie projector to convey bi-cultural, social academic, and literary lessons

e. Filmstrip machine for same purposes as above

f. Listening center for "Think & Do" and teacher-made materials

g. Tachistoscope for visual use in reading groups

h. Peabody Kit

(1) Teacher led - use manual or branch out

(2) Free use

i. Miami Language Series materials

j. Art materials - pictures of bi-cultural objects

k. Books - poetry and stories, social sciences

l. Puppets - use as teaching device for story telling

m. Overhead projector

n. Teacher materials - thermofax and mimeograph

o. Flannel board

p. Charts

2. Kinesthetic and Motor materials

a. Rhythms - rhythm bands and motor rhythms

b. Songs - linguistic songs (bilingual), numbers, colors, places, directions

c. Kinesthetic materials - sandpaper alphabet and numbers, feeling games

d. Play equipment - teach concepts of up, down, on, in

e. Art materials - paint, clay, craft materials

III. Phase III - Demonstration - In order to acquaint participants with the social, psychological and lingual community in which they will teach, demonstrations will be of such a nature that the participant can get first hand information and personal understanding of the pupils. Types of observations will be:

A. Community - Participants will be assigned in groups of not more than three individuals to observe the community in the following areas:

1. Local businesses - stores, laundromats, filling stations, etc.
2. Churches or social gatherings
3. Local bars
4. Teen-age hide-outs
5. Play areas - parks, streets

The purpose of these observations will be to note:

1. Language
   a. Truely bilingual - either Spanish or English used separately
   b. Mixed bilingual - both languages used for one idea or sentence
   c. Coined bilingual expressions - "pokiar" to poke, "mixar" to mix, "candes" for candy, etc.

d. Decided accent

2. Behavior

a. With peers

b. With varied age levels - between adults and children, adult and teen-agers, teen-agers and children

3. Cleanliness - person and dress

4. Emotional reactions to situations

B. Home - Homes for observation should be chosen for workshop needs in mind and should be contacted ahead of time of visitation. These may be visited either for a meal with the family or for an hour of social visit in the evening. Invitations of this kind should be rendered by the families themselves who wish to acquaint themselves with the teachers of their children. These invitations may be suggested by a previous teachers, principal or friend attending the workshop. Homes may be chosen from the following:

1. Above middle class (if any)

2. Middle class

3. Sub-middle class

4. Poor

5. Very poor (if any)

The purpose of observation will be noted with the same points in mindas those suggested in community observations. Only

the teacher who will be personally involved with the children of these homes shouldobserve there.

C. School or supervised recreation centers - If such are available at the time of workshop, the group will be divided into three groups for observation in points of interest-- pre-school groups, elementary groups, teen-age groups. If school is in session, demonstration classes may be set up in the different district schools by volunteer teachers, preferably workshop participants. Suggested classes for observation are language arts, physical education and art.

The purpose of these observation will be to note:

1. Teacher-pupil rapport
2. Differences in reactions of the Anglo child and the Spanish-American child to class situations
3. Democratic way or visa-versa in which class is conducted.

If neither recreational centers nor schools are open and available for observation at the time of the workshop, a second alternative may be employed. Outstanding teachers from the area may be asked to lecture on the points of observation, to discuss problems and share solutions. Through written reports and class discussions, the participants will share their newly found knowledge and experiences with their fellow participants.

Workshop Evaluation

The following questionnaire is a means of evaluating a proposed workshop for teacher of English to speakers of other languages. It will be administered to the participants both at the beginning and at the end of the workshop. The objective of this questionnaire is to determine what changes take place as a result of participation in the workshop. These include changes in:

1. Attitude toward the non-English speaking child.
2. Understanding of the child's home, culture, and language.
3. Methods of approaching problems in and out of the classroom.
4. Techniques of teaching English to non-English speaking children.

The post-workshop questionnaire is also aimed at evaluating the workshop in terms of the effectiveness of the teaching procedures used, relevance of the material presented etc. Suggestions for improving the quality of a subsequent workshop session will be made.

Note: For the sake of simplicity in this report, NES will be used to stand for "non-English speaking".

Sample Questions for a Pre-Workshop Evaluation

1. What is your primary reason for attending this workshop?

2. What is the principal problem which you face in dealing with NES children?

3. What difficulties do you face in communicating with the families of these children?

4. What is your initial reaction or feeling when a new NES student enters your class?

5. What methods would you employ to help integrate the NES students into your classroom?

6. How do you deal with problems of non acceptance of NES students by the Anglo children?

7. In teaching English to NES children, in what chronological order would you place the development of these skills?

_____Writing
_____Listening
_____Reading
_____Speaking

8. In teaching children with some knowledge of English, which four skills do you emphasize the most?

_____Vocabulary development
_____Punctuation
_____Correct grammatical usage
_____Legibility of handwriting
_____Accurate pronounciation
_____Spelling
_____Oral expression
_____Creative writing

9. To what degree should a NES child be aculturated into the national cultural pattern? Explain**

10. Do you think the problems of a NES child are basically educational or psychological? Explain your answer.

11. What is the importance of studying cultural anthropology in working with NES children?

12. What kind of family situation do the majority of your NES children come from?
Ex: economic status, language, size of family, living conditions etc.

13. What are a few of your most successful techniques in teaching English to NES children?

14. Do you consider NES children in general more difficult to teach than native speakers of English?
If so, in what way?

15. List general and specific problems which NES children have in school which middle class Anglo children do not have.

Sample Questions for a Post-Workshop Evaluation

1. Did the workshop live up to your expectations? If not, in what ways could it have been improved?

2. How has the workshop helped you in approaching the principal problem which you face in dealing with NES children?

3. How has the workshop helped you in learning how to communicate with the families of these children?

4. Do you feel that your attitudes toward working with NES children have changed at all as a result of the workshop? Explain--

5. What ideas have you learned which will help you integrate the NES children into your classroom?

6. What insight have you acquired which will aid you in dealing with the non acceptance of NES children?

7. In teaching English to NES children, in what chronological order would you place the development of these skills?

_____Writing
_____Listening
_____Reading
_____Speaking

8. During the workshop, what educational theories, methods or techniques have you observed or learned which you think will be useful in your own teaching?

9. Has the workshop helped you develop any insight into the problems of aculturation? If so, how?

10. In what ways has the workshop helped you to understand the source of NES children's school problems?

11. Are there some people (participants or staff) who did not take part in this workshop whom you think should be included next time? If so, who?

12. What did you feel was the highlight of the workshop?

13. What phase of the workshop could be altered or strengthened?

14. What concrete suggestions do you have for subsequent workshops?

15. How would you evaluate the workshop in terms of these criteria: please comment if you wish--

	poor	fair	good	excellent	comments
1. Quality of classroom presentation					
2. Relevance of the material presented					
3. Interaction of participants with instructors					
4. Interaction of participants with each other					
5. Availability of concrete teaching aids and materials					
6. Opportunities to practice skills learned					
7. Opportunities to observe effective teaching techniques					
8. Value of field trips taken					
9. Effectiveness of outside speakers					
10. Overall general value of the workshop to you					